BOWMAN ELEMENTARY PO Box 158 Bowman, South Carolina 29115 K-5 Elementary School GRADES 281 Students ENROLLMENT Dr. Samuel Alston 803-534-5454 PRINCIPAL SUPERINTENDENT Melvin Smoak 803-534-5454 Melvin Crum 803-534-5454 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Elementary Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 4 14 66 49 3 IMPROVEMENT RATING: BELOW AVERAGE ADEQUATE YEARLY PROGRESS: This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

Bowman Elementary

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2001 | Below Average | Average | N/A |
| 2002 | Average | Excellent | N/A |
| 2003 | Average | Average | No |
| 2004 | Average | Below Average | Yes |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

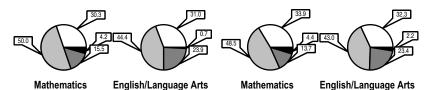
64.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Proficient

Elementary Schools with Students like Ours



Definition of Critical Terms

Advanced Very high score; very well prepared to work at next grade level; exceeded

expectations

Well prepared to work at next grade level; met expectations Basic Met standards; minimally prepared, can go to next grade level

> **Below Basic** Did not meet standards; must have an academic assistance plan; the local

> > board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

Bowman Elementary

| PACT PERFORMANCE B | Y GRO | UP | | | | | | | |
|--------------------------------|--|----------|---------------|---------|--------------|------------|------------------|--|--------------------------------|
| | / = | 6/ | % Below Basic | ş / | / , | . / . | % Proficient and | જ્ઞે / જ્ઞ | * / E ? |
| | Enrollment 1st | % Tested | / å | % Basic | % Proficient | % Advanced | 1 | Performance Objective | Participation Objective Mod |
| | 1 \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ | . / ½ | / of | / 8 | / \$ | 1 1/2 | | } \$\\\ \p \\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | |
| | # E | / % | / % | / ~ | % | / % | d'a | / g. g. | \ \a_{\a_{\a}}^{\angle} |
| | 1 | , | | / | | / | / °` ₹ | | Ш |
| | h/Langua | • | | | | | | | |
| All Students | 142 | 100.0 | 31.0 | 44.4 | 23.9 | 0.7 | 33.1 | Yes | Yes |
| Gender | | , | | | | , | | , | |
| Male | 76 | 100.0 | 39.5 | 48.7 | 10.5 | 1.3 | 25.0 | | |
| Female | 66 | 100.0 | 21.2 | 39.4 | 39.4 | 0.0 | 42.4 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African-American | 134 | 100.0 | 31.3 | 44.8 | 23.1 | 0.7 | 32.8 | Yes | Yes |
| Asian/Pacific Islanders | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 103 | 100.0 | 25.2 | 43.7 | 30.1 | 1.0 | 42.7 | | |
| Disabled | 39 | 100.0 | 46.2 | 46.2 | 7.7 | 0.0 | 7.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 142 | 100.0 | 31.0 | 44.4 | 23.9 | 0.7 | 33.1 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 142 | 100.0 | 31.0 | 44.4 | 23.9 | 0.7 | 33.1 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 120 | 100.0 | 34.2 | 42.5 | 23.3 | 0.0 | 31.7 | Yes | Yes |
| Full-pay meals | 22 | 100.0 | 13.6 | 54.5 | 27.3 | 4.5 | 40.9 | | |

| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
|---|-----|-------|------|------|------|-----|------|-----|-----|
| All Students | 142 | 100.0 | 30.3 | 50.0 | 15.5 | 4.2 | 33.8 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 76 | 100.0 | 38.2 | 40.8 | 17.1 | 3.9 | 30.3 | | |
| Female | 66 | 100.0 | 21.2 | 60.6 | 13.6 | 4.5 | 37.9 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African-American | 134 | 100.0 | 30.6 | 51.5 | 14.2 | 3.7 | 32.1 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 103 | 100.0 | 19.4 | 56.3 | 18.4 | 5.8 | 41.7 | | |
| Disabled | 39 | 100.0 | 59.0 | 33.3 | 7.7 | 0.0 | 12.8 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 142 | 100.0 | 30.3 | 50.0 | 15.5 | 4.2 | 33.8 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 142 | 100.0 | 30.3 | 50.0 | 15.5 | 4.2 | 33.8 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 120 | 100.0 | 33.3 | 48.3 | 15.0 | 3.3 | 30.8 | Yes | Yes |
| Full-pay meals | 22 | 100.0 | 13.6 | 59.1 | 18.2 | 9.1 | 50.0 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

| PACT PERFORMANCE BY GRADE LEVEL | | | | | | | | | |
|---------------------------------|----------------------------------|----------|-----------------|----------|--------------|------------|------------------------------|--|--|
| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | | |
| | | Engli | sh/Langu | age Arts | | | | | |
| Grade 3 | 44 | 100.0 | 52.4 | 35.7 | 11.9 | N/A | 11.9 | | |
| Grade 4 | 49 | 100.0 | 13.0 | 65.2 | 21.7 | N/A | 21.7 | | |
| Grade 5 | 47 | 100.0 | 47.8 | 50.0 | 2.2 | N/A | 2.2 | | |
| Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Grade 3 | 45 | 100.0 | 37.8 | 31.1 | 28.9 | 2.2 | 31.1 | | |
| Grade 4 | 45 | 100.0 | 22.2 | 55.6 | 22.2 | N/A | 22.2 | | |
| Grade 5 | 52 | 100.0 | 32.7 | 50.0 | 17.3 | N/A | 17.3 | | |
| Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| | | | Mathemat | ics | | | | | |
| Grade 3 | 44 | 97.7 | 43.9 | 46.3 | 7.3 | 2.4 | 9.8 | | |
| Grade 4 | 49 | 98.0 | 6.7 | 44.4 | 33.3 | 15.6 | 48.9 | | |
| Grade 5 | 47 | 100.0 | 34.8 | 52.2 | 10.9 | 2.2 | 13.0 | | |
| Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Grade 3 | 45 | 100.0 | 35.6 | 57.8 | 4.4 | 2.2 | 6.7 | | |
| Grade 4 | 45 | 100.0 | 28.9 | 46.7 | 17.8 | 6.7 | 24.4 | | |
| Grade 5 | 52 | 100.0 | 26.9 | 46.2 | 23.1 | 3.8 | 26.9 | | |
| Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |

| Bowman Elementar | ⁷ y 381 | 05012 |
|------------------|--------------------|-------|
| | | |

| SCHOOL PROFILE | Our | Change from | Elementary Schools | Median |
|---|------------------|----------------------------------|-----------------------|----------------------|
| | School | | with Students | Elementary School |
| Students (n= 281) | | | Like Ours | |
| First graders who attended full-day kindergarten | 100.0% | N/C | 100.0% | 100.0% |
| Retention rate | 0.9% | Up from 0.3% | 3.7% | 2.7% |
| Attendance rate Students with disabilities other than speech taking PACT (ELA) off grade level | 97.1% 10.6% | Up from 96.6% | 96.3% 6.8% | 96.4% 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 8.5% | | 5.3% | 3.5% |
| Eligible for gifted and talented | 4.6% | Down from 4.9% | 5.4% | 13.5% |
| On academic plans On academic probation | N/AV N/AV | N/AV N/AV | N/A N/A | N/AV N/AV |
| With disabilities other than speech | 5.1% | Up from 4.3% | 8.0% | 8.2% |
| Older than usual for grade | 1.1% | Down from 1.4% | 2.3% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 26) | | | | |
| Teachers with advanced degrees Continuing contract teachers | 69.2% 92.3% | Up from 63.0% Up from 85.2% | 48.7% 81.8% | 51.4% 87.5% |
| Highly qualified teachers** | 100.0% | N/A | 92.9% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 3.1% | 0.0% |
| Teachers returning from previous year Teacher attendance rate | 90.8% 96.2% | Down from 90.9% Up from 94.3% | 83.3% 94.7% | 86.7% 94.9% |
| Average teacher salary | \$41,188 | Down 1.1% | \$39,933 | \$40,760 |
| Prof. development days/teacher | 13.7 days | Up from 13.0 days | 13.4 days | 12.4 days |
| School | | | | |
| Principal's years at school | 13.0 | No change | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.5 to 1 | Up from 14.9 to 1 | 17.2 to 1 | 18.9 to 1 |
| Prime instructional time | 91.1% | Up from 89.3% | 89.0% | 90.0% |
| Dollars spent per pupil* Percent of expenditures for teacher | \$8,864 63.4% | Up 21.2% Down from 66.7% | \$6,776 63.9% | \$6,044 65.9% |
| salaries* | 03.4% | DOWN HOLL 00.7 % | 03.9% | 03.9% |
| Opportunities in the arts | Fair | Down from Good | Good | Good |
| Parents attending conferences | 99.0% | Up from 90.7% | 99.0% | 99.0% |
| SACS accreditation | Yes | Up from No | Yes | Yes |
| Character development program * Prior year audited financial data are reported. | Average | N/A | Good | Good |
| | | Our District | | State |
| Highly qualified teachers in low poverty | | N/A | | 2.0% |
| Highly qualified teachers in high povert | y schools** | 93.0% | | 1.1% |
| 1 P. 6 1 | • | State Objective | | te Objective |
| Highly qualified teachers in this school* | | 65.0% | | Yes |
| Student attendance in this school **NOTE: The verification process was not completed. | I for the year | 95.3% | | Yes |

^{**}NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bowman Elementary is a rural Title I school which has child development through fifth grade with an enrollment of 332 students.

Although our students continue to improve academically in Mathematics and Language Arts, we will always challenge them to reach new levels. The academic bar must always be raised higher. In doing so, the following tools were added during our 2003-2004 school year to further assist our students.

Our computer laboratory is open from 7:30 a.m. until 8:10 a.m. for students who need additional help in Mathematics or Language Arts skills. Third graders use the laboratory on Mondays and Tuesdays. Fourth graders use the laboratory on Wednesdays and Thursdays. Fifth graders use the laboratory on Fridays.

A second tool that we are excited about involves a system called CPS - Classroom Performance System. This technological system allows the students and teacher to immediately identify areas that need reteaching or/and retested.

Poetry Festival: This involves students in second grade or higher who writes poetry to creatively express themselves or to share with an audience. The goal is to improve writing skills and oral presentations.

During the last two weeks of school, a teacher in the next grade will teach students. The exposure will help them become aware of expectations for that particular grade level and they will gain an insight of what the standards entail for the following school year.

We have high expectations and challenges for all of our students. They are motivated to achieve as well as build character during the learning process.

Dr. Samuel Alston, Principal Mrs. Cathy Davis, School Improvement Chairperson

| EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS | | | | | | | |
|---|----------|-----------|----------|--|--|--|--|
| | Teachers | Students* | Parents* | | | | |
| Number of surveys returned | 24 | 47 | 23 | | | | |
| Percent satisfied with learning environment | 100.0% | 87.0% | 91.3% | | | | |
| Percent satisfied with social and physical environment | 95.8% | 84.8% | 78.3% | | | | |
| Percent satisfied with home-school relations 69.6% 89.1% 73.9% | | | | | | | |
| *Only students at the highest elementary school grade level at this school and their parents were included. | | | | | | | |